

Nom:

Preparing for my French GCSE Speaking exam

The exam: 50 marks, 25% of the French GCSE

Timings: 7-9 minutes at **Foundation** (+15 minutes of supervised preparation time, including 1 minute in the exam room to practise the reading aloud task out loud)

10-12 minutes at **Higher** (+15 minutes of supervised preparation time, including 1 minute in the exam room to practise the reading aloud task out loud)

There are 3 sections to the exam:

- Read aloud task: 12 marks- read your text (you can annotate to help your pronunciation) then answer 2 questions related to the theme of the text you have read. You must hand in the reading card before the 2 compulsory questions (one like, one opinion).
- Role-play – 10 marks . Stimulus card given during the preparation time. 5 bullet points Foundation: the role play will be all in the present tense. Ask 1 question. Higher: present and future tenses . Ask 2 questions.
- Photo card task and conversation – 28 marks. Part 1: 12 marks (describe the photo- 8 marks. You will choose between 2 photos, on the theme you will have chosen in advance) then 2 questions (2 marks each) Foundation: both questions in the present tense. Higher: 1 present or conditional, 1 past tense.
- Follow up conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier). The student chooses 1 theme, the other theme for the conversation will be the one not covered on the photo card.

Task	Foundation tier Assessment Time	Higher tier Assessment Time
Total Required Time	7 - 9 minutes	10 - 12 minutes
Read aloud	1.5 - 2 minutes	2 - 2.5 minutes
Role play	1 - 1.5 minutes	1 - 1.5 minutes
Picture task	Description and follow on questions: 1.5 - 2 minutes Conversation: 3 - 3.5 minutes	Description and follow on questions: 2 - 2.5 minutes Conversation: 5 - 5.5 minutes

Preparation time: (15 mins) During the preparation time, you are required to prepare the read aloud task, one Role-play task and one Photo task. You should make notes during the preparation time for use during the test- you can write on the read aloud card how to pronounce the words for instance.

Try to practise your speaking using these videos:

<https://www.myfrenchblog.com/vodcasts>

A STUDENT'S GUIDE TO LEARNING **VOCABULARY**

LOOK, COVER, SPELL, CHECK, TEST

This is the classic way to learn vocab. Follow the order above with your list of focus words and highlight those you found tricky to revisit. Come back to the list in a couple of weeks to see which words/phrases have stuck and which need more work!



TAKE NOTES

It's up to YOU to note down useful words and phrases as you go and check you have written them correctly!

Quizlet  **memrise**

QUIZLET/MEMRISE

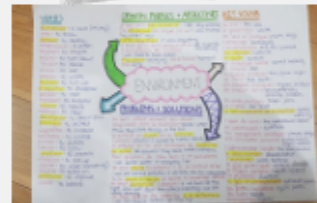
Use one or both of these to do "active revision". With quizlet, focus on the topics you find the trickiest. Memrise is great for all the high frequency words you commonly come across.

LITTLE AND OFTEN

You should practise your vocabulary for short bursts of revision in-between other subjects to help you remember the new words and phrases. Aim for 10-15 mins a day, learning vocab. Pick 5-10 words/phrases to focus on. Alternate with quizlet or memrise

REPEAT AND REVISIT

Test words you have previously learnt to ensure they have stuck! Come back to words you struggled with and highlighted previously. Create flashcards/post-it's with them on, and focus on these when revising.



MIND MAPS

When revising this is a great way to organise and learn key words and phrases for each topic.

SPACED LEARNING

Come back to previous topics at home, whilst studying new topics in class. Lots of vocab is transferable, plus your exam will have vocab from various topics so it helps your brain to recall it!



STAY ORGANISED

Ensure you write your vocab in the correct section of your folder. Taking time to be organised now, is worth it later!

Section 1: Reading aloud: 12 marks

You can annotate during the preparation time how to pronounce the words. You have an extra minute in the exam room to practise out loud (recorded but not assessed.)

After you read the passages, you will hand in your card and you will be asked 2 compulsory questions related to the text that you have read- one like, one opinion in the present tense or conditional. You must use full sentences.

Read aloud

Manon, your friend from Switzerland, has sent you some information about herself.
Read out the text below to your teacher.

Je suis très active.

Je vais au collège à vélo.

Je fais du sport avec mes amis.

Le samedi, je marche beaucoup avec mon chien.

Je mange souvent des légumes et je bois de l'eau.

• Once you have read the text to your teacher, you must hand this card to them.
• You will then be asked two questions related to what you have read.
• You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

Scenario and instructions in English.

Key aspects of the task explained clearly in English.

Clear instruction to use more than one word to access full marks.

Checklist	
Have I underlined where there are key phonics in the text?	
Have I written any words that are hard to say phonetically?	
Have I used my knowledge of phonics to work out any words I don't know how to say?	
Have I thought about how to express my opinion on what the passage is about?	

Mark	Reading Aloud
7-8	<ul style="list-style-type: none"> • Pronunciation is generally clear and comprehensible • Any lapses have little impact on the message
5-6	<ul style="list-style-type: none"> • Pronunciation is sometimes clear and comprehensible • Lapses occasionally make the message unclear or difficult to understand immediately.
3-4	<ul style="list-style-type: none"> • Pronunciation is occasionally clear and comprehensible • Lapses can cause the message to break down
1-2	<ul style="list-style-type: none"> • Pronunciation is limited in clarity • Lapses often cause the message to break down

Mark	Compulsory Questions
2	Response fully communicated
1	Response partially communicated, some ambiguity
0	No rewardable communication

Mark	Reading Aloud
7-8	<ul style="list-style-type: none"> • Pronunciation is consistently clear and comprehensible; • Any lapses have no impact on the message
5-6	<ul style="list-style-type: none"> • Pronunciation is clear and comprehensible • Any lapses have minimal impact on the message
3-4	<ul style="list-style-type: none"> • Pronunciation is generally clear and comprehensible • Any lapses have little impact on the message
1-2	<ul style="list-style-type: none"> • Pronunciation is sometimes clear and comprehensible • Lapses occasionally make the message unclear or difficult to understand immediately.

Section 2: Role play:10 marks

It will always be a transactional setting . 5 bullet points in total for both tiers.

Foundation: the role play will be all in the present tense or simple conditional. Ask 1 question.

Higher: present or simple conditional and future tense, no past tense. Ask 2 questions.

You are allowed to read your notes in the exam.

Phrases you need to be able to use:

Où ?	where ?
pour quand ?	For when/ when for ?
le prix	price
pour combien	for how many (people)
à l'avenir	in the future
c'est combien?	How much is it ?
Quel est votre nom?	What is your name?
pourquoi	why
la dernière fois	the last time
quand et où	When and where
quel / quelle	which
que / qu'est-ce que	what
depuis quand	since when
comment	how
à quelle heure	What time

You can use "tu" rather than "vous" if you wish.

Checklist

- Have I checked my answers match the scenario?
- Have I provided no more information than needed?
- Is my message clear?
- Have I checked my tense use is correct?
- Have I formed my questions correctly?
- Have I got an answer for each bullet point?

Mark	Role Play
2	Response fully communicated
1	Response partially communicated, some ambiguity
0	No rewardable communication

Example of a foundation tier role play card:

Setting: At the hotel

Scenario:

- You are in a hotel in Switzerland, and you are reporting a problem.
- Your teacher will play the part of the receptionist and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Describe the problem with your room.
2. Say where your room is.
3. Say how many nights you are staying for.
4. Give your opinion about the town you are staying in.
5. Ask a question about the restaurant at the hotel.



Example of a higher tier role play card:

Scenario:

- You are at a leisure centre in France.
- The teacher will play the part of an employee at the leisure centre and will speak first.
- Your teacher will ask questions **in French** and you must answer **in French**.
- You are expected to say a few words or a short phrase/sentence in response to each prompt. One-word answers will not be sufficient to gain full marks.

Task:

1. Say what activity you want to do at the leisure centre.
2. Say how long you want to book it for.
3. Tell the employee what your plans are for this evening.
4. Ask a question about opening times.
5. Ask a question about payment.

Section 3a: Photo card: 12 marks

Theme chosen in advance. This takes the form of a managed choice of one from two thematic contexts offered to each student. Choice of 2 photos on the day.

You are allowed to read from your preparation notes in the exam. Try to give as much detail as possible about each bullet point, varying your structures and vocab.



Photo card mat

Introduction:

Sur la photo il y a/ on peut voir...

In the photo there is(are) / we can see...

À gauche, il y a ...

On the left, there is...

À droite, il y a...

On the right, there is(are) ...

Au premier plan, il y a ...

In the foreground, there is...

À l'arrière-plan, il y a ...

In the background there is(are) ...

P: Qui est sur la photo? / Qu'est-ce qu'il y a?

Who is on the photo? What is there?

une femme/des femmes a woman/ women

une fille / des filles a girl/ girls

une personne/ des personnes people

un homme/ des hommes a man / men

un garçon / des garçons a boy/ boys

une famille - a family

la mère - the mum; le père - the dad etc

deux enfants - two children

un couple - a couple

des touristes - some tourists

des élèves/ étudiants - some pupils/students

des amis some friends

beaucoup de gens lots of people

des maisons some houses

des arbres some trees

Connectives:

et - and mais - but aussi - also

cependant / pourtant - however

*néanmoins nevertheless

P: Comment sont les gens? What are the people like?

L'homme/ la femme est grand(e)/ petit(e)- the man/ woman is tall/ short

il/ elle a les cheveux bruns/ blonds/ roux et courts/ longs.. he / she has brown/ blond/ ginger hair and short/long.

Le garçon/ la fille est assis(e)/ debout : the boy/ girl is sat down/ standing up (debout does not change- adverb)

A: Que font-ils? What are they doing?

c'est... it's /ce sont... they are

il/ est.. he / it is elle est- she is

ils/ elles sont... they are

il a ... he has elle a ... she has

Ils/elles ont... they have

*il/elle est en train de + infinitive e.g manger/travailler

He/she is in the process of + verb in the inf. e.g to eat/ work

Verbs (infinitives):

Jouer - to play

Manger - to eat

Faire - to do / to make

Voyager - to travel

Rire - to laugh

Travailler - to work

Ranger - to tidy

Danser - to dance

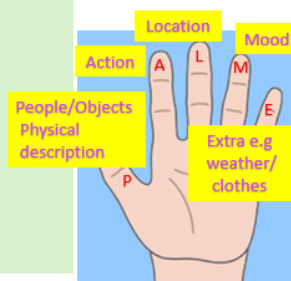
Écouter - to listen

Regarder - to watch

Parler - to talk

Bavarder - to chat

S'amuser - to have fun



L: Où- where?

La photo est prise - the photo is taken
c'est ...- it is

dans la rue - in the street

au collège - at school

sur la plage- on the beach

au restaurant- in the restaurant

dans une maison- in a house

au cinéma- at the cinema

en vacances- on holiday

dans une gare- in a train station

M: Ils sont comment? How are they?:

Il me semble que It seems to me that

Je pense que I think that

Je crois que I believe that

à mon avis in my opinion

Je dirais que I would say that

il/ elle est OR ils/ elles sont content(e)(s)/ triste(s)- he/she is OR they are happy/ sad

E: Quel temps fait-il? What's the weather like?

Quel temps fait-il? What's the weather like?

il fait beau- the weather is good il y a du soleil- it's sunny

il fait chaud / froid - it's hot/ cold

il pleut - it's raining il neige -it's snowing

Le garçon/ l'homme à droite porte...- the boy/ the man on the right wears...

La fille/ la femme à gauche porte: the girl/ woman on the left wears...

un t-shirt vert- a green t-shirt un pull bleu- a blue jumper

un pantalon noir- black trousers une jupe rose- a pink skirt

une robe jaune- a yellow dress un chapeau rouge- a red hat

Part 1- describe the photo :8 marks:

4 marks- response to stimulus: answer all bullet points, clear and developed ideas;

4 marks - linguistic knowledge and accuracy: variety of grammar/ vocabulary.

F

Mark	Photo Content	Language
4	<ul style="list-style-type: none"> • 2+ bullet points covered • Ideas are generally developed • Response is generally comprehensible, but some messages may be unclear 	<ul style="list-style-type: none"> • Some variety of relevant vocab and structures • Generally accurate use of language with some minor errors and an occasional major error.
3	<ul style="list-style-type: none"> • 2+ bullet points covered • Ideas are generally developed • Response is generally comprehensible, but some messages may be unclear 	<ul style="list-style-type: none"> • Occasional variety of relevant vocab and structures • Some accurate use of language; errors occur, some major
2	<ul style="list-style-type: none"> • 1+ bullet point covered • Occasional, brief development of response • Some parts of the response are comprehensible, but the message sometimes breaks down. 	<ul style="list-style-type: none"> • Limited variety of relevant vocab and structures • Limited accurate use of language; frequent errors, both major and minor
1	<ul style="list-style-type: none"> • 1+ bullet point covered • Little or no development of response • Limited parts of the response are comprehensible, but the message often breaks down. 	<ul style="list-style-type: none"> • Minimal variety of relevant vocab and structures; likely to be word or phrase level; • Minimal accurate use of language; errors throughout, most major

H

Mark	Photo Content	Language
4	<ul style="list-style-type: none"> • 3 bullet points covered • Consistent, detailed development of ideas • Response is easily comprehensible and it is rare that the message is not immediately clear 	<ul style="list-style-type: none"> • Wide range of relevant vocab and structures • Consistently accurate use of language and any errors are minor
3	<ul style="list-style-type: none"> • 3 bullet points covered • Frequent development of ideas • Response is comprehensible, and the occasional message may be unclear 	<ul style="list-style-type: none"> • A variety of relevant vocab and structures • Mostly accurate use of language; some minor errors
2	<ul style="list-style-type: none"> • 2+ bullet points covered • Ideas are generally developed • Response is generally comprehensible, but some messages may be unclear 	<ul style="list-style-type: none"> • Some variety of relevant vocab and structures • Mostly accurate use of language; some minor errors
1	<ul style="list-style-type: none"> • 2+ bullet points covered • Ideas are generally developed • Response is generally comprehensible, but some messages may be unclear 	<ul style="list-style-type: none"> • Occasional variety of relevant vocab and structures • Some accurate use of language; errors occur, some major

Checklist

Have I covered all the bullet points?

Have I provided at least 2 bits of information for each point?

Is my message clear?

Have I used a variety of vocab?

Have I used a variety of structures?

HIGHER: have I thought about possible past tense verbs for the compulsory questions?

Foundation example card:

Candidate STIMULUS

Picture task FPT1

Thematic context: My personal world

Picture 1



Source: Image no AL1286811 / Pearson Asset Library

Picture 2



Source: Image no AL1000726 / Pearson Asset Library

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

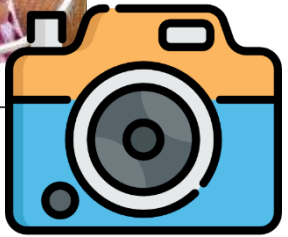
Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **My personal world**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.



56

Higher example card:

Candidate STIMULUS

Picture task HPT10

Thematic context: Media and technology

Picture 1



Source: sturti / gettyimages

Picture 2



Source: Edwin Tan / gettyimages

Describe **ONE** of these pictures. You will tell your teacher which one you have chosen to describe.

Your description must cover:

- people
- location
- activity.

When you have finished your description, your teacher will ask you two questions relating to your chosen picture. You are expected to say a few words or a short phrase/sentence in response to each question. One-word answers will not be sufficient to gain full marks.

You will then move on to a conversation on the broader thematic context of **Media and technology**.

During the conversation, your teacher will ask you questions in the present, past and future tenses. Your responses should be as full and detailed as possible.

110

RECYCLABLE PHRASES =



These are useful for photocards, role plays, general conversation AND writing!

When preparing your answers for these questions, you should use a range of structures and interesting vocabulary.

Il y a une fille	There is a girl	L'année dernière	Last year
Sur la photo il y a un homme, qui	In the photo there is a man who...	La semaine dernière	Last week
À gauche il y a deux hommes	On the left there are 2 men	Hier j'ai joué au tennis.	Yesterday I played tennis.
À droite il y a un garçon.	On the right there is a boy.	Je suis allé(e) à la piscine avant-hier.	The day before yesterday I went swimming.
Je vois une femme.	I see a woman.	L'année dernière je suis allé(e) en Espagne.	Last year I went to Spain.
il y a deux femmes.	there are 2 women.	J'ai rendu visite à ma grand-mère.	I visited my grand-mother.
On voit des enfants .	One sees/ we see children.	J'ai traîné à la maison.	I lazed around/chilled at home.
Les gens semblent / sont heureux/ contents.	The people look/ are happy.	J'ai mangé de la pizza.	I ate pizza.
J'aime la photo parce que je la trouve intéressante.	I like the photo because it is interesting.	J'ai bu du coca.	I drank coke.
je trouve la photo amusante.	I find the photo funny.	Je suis allé(e) au cinéma.	I went to the cinema.
La vue est...	The view is...	Je suis resté(e) dans un hôtel.	I stayed in a hotel.
fantastique / génial(e)	fabulous	demain	tomorrow
excitant(e)	exciting	L'année prochaine	next year
ennuyeux /se / barbant(e)	boring	La semaine prochaine je vais jouer au golf.	Next week I am going to play golf.
spectaculaire	spectacular	Le dimanche je vais au cinéma.	On Sundays I go to the cinema.
Relaxant / reposant	relaxing	Je vais rendre visite à ma tante.	I am going to visit my aunt.
pittoresque	picturesque	Je vais manger des frites	I am going to eat chips.
incroyable	wonderful	Je vais boire de l'eau.	I am going to drink water.
inoubliable	unforgettable	Je voyagerai en Italie.	I will travel to Italy.
J'aime l'Espagne	I like Spain	Ce sera intéressant.	it will be interesting.
Je n'aime pas Londres	I don't like London	Je voudrais visiter l'Allemagne.	I would like to visit Germany.
Leicester est plus grand que Loughborough	Leicester is bigger than Loughborough	Si j'avais beaucoup d'argent , j'irais en Australie.	If I had lots of money I would go to Australia.
London est plus intéressant que Measham	London is more interesting than M.	Il ferait du soleil	The weather would be sunny
parce que c'est intéressant	because it is interesting	L'hôtel aurait une piscine	The hotel would have a swimming pool
Bien que ce soit petit	although it is small	Pour rester en forme	in order to stay healthy
Quand il y a du soleil , je joue au tennis.	When it's sunny I play tennis.	Pour améliorer ma vie	To improve my life
Quand il pleut, je reste à la maison.	When it rains I stay at home.	Pour regarder un film	in order to see a film
À mon avis c'est intéressant.	In my opinion it is interesting.	Qu'est-ce que tu penses de ?	What do you think of...?

Section 3b: 2 unexpected questions followed by a broader conversation:

Photo card follow up: 2 compulsory questions

Foundation: both questions in the present tense or simple conditional.

Higher: 1 present or simple conditional, 1 past tense.

The follow-on conversation starts on the broader thematic context (chosen for the photo card). e.g photos could be children playing sports, the first question for the follow -up conversation will say: You must begin the follow-up conversation by asking the candidate about Healthy eating, for example: qu'est-ce que tu penses du fastfood?

You will have the opportunity to respond in the present, past and future tenses and to develop full and detailed responses. No prescribed thematic contexts.

F

Mark	Conversation Content	Mark	Language
10-12	<ul style="list-style-type: none"> Some relevant responses; Develops ideas with some extended responses Response is generally comprehensible, but some messages may be unclear 	4	<ul style="list-style-type: none"> Some variety of relevant vocab and structures Generally successful use of 3 time frames Generally accurate use of language with some minor errors and an occasional major error.
7-9	<ul style="list-style-type: none"> Occasionally relevant responses Develops ideas with occasionally extended responses Response is generally comprehensible, but some messages may be unclear 	3	<ul style="list-style-type: none"> Occasional variety of relevant vocab and structures Some successful use of 3 time frames Some accurate use of language; errors occur, some major
4-6	<ul style="list-style-type: none"> Limited relevant responses Development of ideas is limited and brief Limited parts of response are comprehensible, and the message often breaks down 	2	<ul style="list-style-type: none"> Limited variety of relevant vocab and structures Limited success with different timeframes Limited accurate use of language; frequent errors, both major and minor
1-3	<ul style="list-style-type: none"> Minimal relevant responses Little or no development of ideas Isolated parts of response are comprehensible, and the message frequently breaks down 	1	<ul style="list-style-type: none"> Minimal variety of relevant vocab and structures Likely to be word or phrase level; minimal success with different timeframes; minimal accurate use of language; errors throughout, most major

H

Mark	Conversation Content	Mark	Language
10-12	<ul style="list-style-type: none"> Consistently relevant responses Develops ideas with consistently extended responses Response is easily comprehensible and it is rare that the message is not immediately clear 	4	<ul style="list-style-type: none"> Wide range of relevant vocab and structures Consistently accurate use of 3 time frames Consistently accurate use of language and any errors are minor
7-9	<ul style="list-style-type: none"> Frequently relevant responses Develops ideas with frequently extended responses Response is comprehensible and the occasional message may be unclear or difficult to understand immediately 	3	<ul style="list-style-type: none"> A variety of relevant vocab and structures Frequently successful use of 3 time frames Mostly accurate use of language; some minor errors
4-6	<ul style="list-style-type: none"> Some relevant responses Develops ideas with some extended responses Response is generally comprehensible, but some messages may be unclear 	2	<ul style="list-style-type: none"> Some variety of relevant vocab and structures Generally successful use of 3 time frames Mostly accurate use of language; some minor errors
1-3	<ul style="list-style-type: none"> Occasionally relevant responses Develops ideas with occasionally extended responses Response is generally comprehensible, but some messages may be unclear 	1	<ul style="list-style-type: none"> Occasional variety of relevant vocab and structures Some successful use of 3 time frames Some accurate use of language; errors occur, some major

Paragraph/ conversation starter: Foundation + higher

D'abord	First of all
Pour commencer	To start with
Aussi	Also
Ensuite	Next
Après	Afterwards
Puis	Then
Finalement	Finally
Pour finir	Finally

Time marker present tense: Foundation + higher

D'habitude	Usually
Généralement	Generally
Normalement	Normally
En général	In general
Aujourd'hui	Today
Maintenant	Now

Opinions Foundation

J'aime	I like
J'adore	I love
J'aime vraiment	I really like
J'adore vraiment	I really love
J'aime beaucoup	I like... a lot
Je déteste	I hate
Je n'aime pas beaucoup	I don't like ... a lot
Je déteste vraiment	I really hate

Opinions Higher

J'aime passionnément	I like... with a passion
Je me passionne pour	I have a passion for
J'aime surtout	I mostly like
J'ai toujours aimé	I have always liked
J'aime particulièrement	I particularly like
Je hais	I hate
Je ne supporte pas	I can't stand
J'ai horreur de	I hate
Je n'ai jamais aimé	I have never liked
Je n'aime pas tellement	I don't like... much
Il me semble que	It seems to me that
Je dois dire que	I must say that

Opinions phrases: Foundation + higher

Je pense que	I think that
Je crois que	I believe that
A mon avis	In my opinion
Selon moi	According to me
J'estime que	I consider that
Je dirais que	I'd say that
J'aime vraiment ça!	I really like it
Je déteste ça!	I hate it

Connectives: foundation and higher

Higher :

En ce qui me concerne	As far as I am concerned
Je sais que	I know that
Je dois dire que	I must say that
Je dois ajouter que	I must add that
Je dirais que	I would say that
Il me semble que	It seems to me that
Il est vrai que	It is true that
Il me semble que	It seems to me that
Je suis convaincue que	I am convinced that
Je crois que	I believe that
J'estime que	I consider that
Je considère que	I consider that

même si	Even if
néanmoins	nevertheless
bien que	Although
afin de + infinitive	In order to
Malgré le temps	Despite the weather
Malgré le fait que j'aime...	Despite the fact that I like...
afin que + sentence	so that

et...	and
aussi...	also
puis...	then
car ...	because
parce que	because
mais...	but
cependant...	however
par contre...	On the other hand
de plus...	Furthermore
mais encore	But also
donc	So, therefore
alors	So, therefore
Si	If

Justification : foundation and higher

Higher



C'est bien	It's good	C'est bon pour la santé	It's healthy
C'est chouette	It's great	C'est époustouflant	breathtaking
C'est génial	It's great	C'est incroyable	incredible
C'est sensass	It's sensational	C'est inoubliable	unforgettable
C'est sympa	It's nice	Ce n'est pas...	It is not...
C'est ennuyeux	It's boring	C'est fatigant	It's tiring

Adverbs foundation + higher

très	Very
vraiment	really
assez	Quite
un peu	A little
trop	Too (too much)
si	So
plutôt	Rather
extrêmement	extremely
personnellement	personally

Higher

Honnêtement	honestly
Sincèrement	sincerely
Franchement	sincerely



Booster structures- useful for Speaking and Writing

Try to use...

1. Subordinate clauses :

Je vais au parc **où** je fais du vélo= I go to the park **where** I ride my bike

J'ai un frère **qui** s'appelle Max= I have a brother **who** is called Max



2. **vu que** or **étant donné que** (seeing that/ given that= alternatives to **car**/ **parce que**)

e.g Je suis allé en France **vu que** j'aime la cuisine. I went to France because I like the food.

J'aime le français **étant donné que** mon prof est vraiment sympa. I like French because my teacher is really nice.

3. Verb phrases + infinitive

j'ai décidé d'étudier/ d'acheter/ d'aller= I decided to study/ buy/ go

j'ai choisi de manger/ d'aller/ d'étudier= I chose to eat/ to go/ to study

Je viens de commencer à apprendre une nouvelle langue.= I have just started learning a new language.

4. **Sans + infinitive** and **avant de + infinitive**

sans hésiter without hesitating

avant d'arriver before arriving **avant de** manger =before eating

5. An "Avoir" structure:

- j'ai besoin de = I need
- J'ai envie de = I want to J'ai envie d'aller en France = I want to go to France
- J'en ai marre de... I am fed up with... J'en avais marre.= I was fed up with it.
- avoir lieu = to take place Un accident a eu lieu = A accident took place
-

6. **En + present participle**

e.g en arrivant = on arriving en le voyant = on seeing him

7. **Après avoir + past participle**

e.g. après avoir mangé, je ... = After eating, I ...

8. Exclamations.

e.g Quelle bonne idée!= What a good idea!

Quel désastre!= What a disaster!



9 Quand + imperfect and quand + future

eg. **Quand j'étais petit(e)/ jeune**, je jouais au foot- when I was young I used to play football

imperfect : j'allais= I used to go, j'aimais= I used to like

quand je serai plus âgé(e)/ plus grande, je vais aller/ j'irai...= when I am older/ bigger, I am going to go/ I will go...

11 Using "fancy" tenses (subjunctive or past conditional)

Autant que je sache = as far as I know

Il faut que je sois honnête= I must be honest

Même si j'aurais préféré le steak, j'ai mangé des carottes.= even though I would have preferred the burget, I ate some carrots

J'ai fait du vélo **même si j'aurais préféré** faire de l'équitation= I cycled **even though I would have preferred** to go horse-riding

Bien qu'il y ait des problèmes, **j'aime** ma ville= although there are issues, I like my town

Bien qu'il y ait eu des problèmes, **j'ai aimé** mes vacances= although there had been issues, I liked my holidays

12 ce que/ ce qui

Ce que j'aime le plus, c'est la natation = what I like the most is swimming

Ce qui m'inquiète, c'est la pollution= what worries me is pollution



13 comparatives / superlatives

plus beau que = more handsome / beautiful than

aussi intelligent que = as intelligent as

moins marrante que = less funny than

Le plus beau = the most handsome/ beautiful

le moins agréable= the least pleasant

14 si structure = si je peux+ future / si j' avais and si j'étais / si c'était + conditional

e.g. **si je peux**, je vais aller/ j'irai en Espagne/ à l'université= if I can, I am going to/ will go to Spain/ uni

si je pouvais choisir, j'étudierais les maths/ j'irais aux Maldives= if i could choose, I would study Maths/ go to the Maldives

si j'étais riche, je voudrais acheter/ j'achèterais une Ferrari- if I were rich, I would like to buy/ I would buy a Ferrari

si c'était possible, je changerais le règlement- If itw as possible, I would change the school rules.

15 negatives other than ne...pas (not) :

Ne...plus : Je ne le fais plus. = I don't do it anymore

Ne...jamais: Je ne vais jamais au cinéma. =I never go to cinema.

Ne ...que Je ne bois que de l'eau.= I only drink.

Ne..rien je ne mange rien= I eat nothing

Broader conversation : Examples of questions (prepare a variety of answers in writing as they could also be used for bullet points in a writing exam):

Module 1 Thematic context: Media and technology

1. Qu'est-ce que tu fais en ligne? Est-ce que tu fais ça souvent?
2. Qu'est-ce que tu as fait en ligne récemment ?
3. Qu'est-ce que tu vas faire en ligne le week-end prochain ?
4. Quels sont les dangers d'Internet? Et les avantages?
5. Quel est ton avis sur la musique?
6. Qu'est-ce que tu as regardé récemment?
7. Tu vas bientôt aller au cinéma? Pourquoi / Pourquoi pas?



Module 1 Thematic context: My personal world

8. Est-ce que tu as une vie active?
9. Pourquoi aimes-tu ou n'aimes-tu pas le sport?
10. Qu'est-ce que tu vas faire le week-end prochain?
11. Qu'est-ce que tu as fait récemment avec tes amis? C'était comment?

Module 2 Thematic context: My personal world

1. Qu'est-ce qui fait ton identité?
2. Décris ta famille.
3. Tu t'entends bien avec ta famille?
4. Que fais-tu le week-end en général?
5. Tu t'entends toujours bien avec tes amis? Pourquoi / Pourquoi pas?
6. C'est quoi, l'amitié, pour toi?
7. Qui est-ce que tu admires? Pourquoi?
8. Tu as un chanteur préféré ou une chanteuse préférée?
9. Qu'est-ce que tu as fait pour ton dernier anniversaire?
10. Comment voudrais-tu fêter ton anniversaire l'année prochaine?
11. Parle-moi d'une occasion spéciale avec ta famille ou tes amis./ Quelle est ta fête préférée ?

Module 3 Thematic context: Studying and my future

1. Quelle est ta matière préférée? Pourquoi?
2. Quelles sont les matières que tu n'aimes pas?
3. Quel est ton avis sur les langues?
4. Comment sont tes profs?
5. Quelles matières voudrais-tu étudier à l'avenir?
6. Parle-moi de ton collège et de ta routine scolaire.
7. Est-ce que tu aimes des règles du collège?
8. Que penses-tu de l'uniforme scolaire?
9. Qu'est-ce que tu as fait comme sport récemment au collège ou pendant ton temps libre?
10. L'école primaire, c'était comment pour toi?

Module 4 Thematic context: Lifestyle and wellbeing

1. Qu'est-ce qu'il faut faire pour être en bonne santé?
2. Qu'est-ce que tu prends pour le petit-déjeuner?

3. Qu'est-ce que tu as mangé pour le dîner hier soir?
4. Qu'est-ce que tu vas manger demain midi?
5. Qu'est-ce que tu aimes manger? Qu'est-ce que tu n'aimes pas manger ?
6. Bien manger, est-ce que c'est important pour toi?
7. Que penses-tu des fast-foods? Pourquoi?
8. Tu manges sainement?
9. Qu'est-ce que tu vas faire pour être en meilleure forme?

Module 5 Thematic context: Travel and tourism

1. Est-ce que tu penses que les vacances sont importantes? Pourquoi / Pourquoi pas?
2. Tu voudrais voyager? Pourquoi?
3. Parle-moi de tes vacances idéales.
4. Qu'est-ce qu'on peut visiter dans ta région?
5. Tu es déjà allé(e) à un festival?
6. Décris-moi tes dernières vacances, par exemple l'année dernière.
7. Parle-moi d'un problème que tu as eu en vacances.
8. Tu préfères rester chez toi ou partir en vacances? Pourquoi?
9. Quels sont les avantages et les inconvénients des vacances entre amis?
10. Qu'est-ce que tu vas faire/ feras cet été, pendant les vacances?

Module 6 Thematic context: My neighbourhood

1. Que penses-tu du recyclage?
2. Décris-moi le plus grand problème dans ta ville.
3. Quelle est la chose la plus importante à faire pour protéger l'environnement?
4. Qu'est-ce que tu fais pour protéger l'environnement?
5. Quand tu étais plus jeune, qu'est-ce que tu faisais pour protéger l'environnement?
6. Que vas-tu faire/ feras-tu à l'avenir pour protéger l'environnement?
7. Quel transport en commun préfères-tu et pourquoi?
8. Quels moyens de transport as-tu utilisés récemment?
9. Qu'est-ce que tu penses des voitures?
10. Qu'est-ce que le gouvernement devrait faire pour encourager les gens à faire plus pour protéger l'environnement?

Module 7

Thematic context: My neighbourhood

1. Parle-moi de ta ville.
2. Qu'est-ce qu'il faut visiter dans ta ville?
3. Quels sont les avantages et les inconvénients de ta région?
4. Qu'est-ce que tu voudrais changer dans ta ville pour l'améliorer et pourquoi?
5. Comment est-ce que ta ville a changé récemment?
6. Quelle est l'importance du tourisme pour une région, à ton avis?
7. Est-ce que tu es déjà allé(e) en France?
8. Quel pays est-ce que tu voudrais visiter à l'avenir?

Module 7- Thematic context: My personal world

9. Qu'est-ce que tu aimes porter comme vêtements ?
10. Où préfères-tu acheter tes vêtements et pourquoi?

Module 8 Thematic context: Studying and my future

1. Qu'est-ce que tu étudies comme matières cette année?
2. Qu'est-ce que tu vas étudier comme matières l'année prochaine?
3. Qu'est-ce que tu vas faire/feras après tes études au lycée?
4. Quelles sont tes compétences et points forts pour trouver un travail?
5. Est-ce que tu voudrais un job d'été?
6. Quel serait ton travail idéal à l'avenir?
7. Quelles sont tes passions?
8. Quels sont tes projets pour le futur?
9. Que penses-tu de l'année sabbatique?
10. Que penses-tu de la qualité de l'éducation dans ton pays?
11. Est-ce que tu penses que faire des études est important pour une bonne carrière?